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ABSTRACT

This report describes and evaluates the 1983-84 TOPS (Teaching /Outreach/Parent Involvement/Skills Development) program in the Dade County Schools, Florida. Designed for severly emotionally disturbed elementary school students, its full services approach contained the following components: (1) a highly structured academic program employing intensive diagnostic/prescriptive evaluation used to develop individualized instructional objectives and lesson plans for each student; (2) a classroom behavior management system; (3) a bus behavior management system; (4) progress reviews and anecdotal behavioral records for every TOPS student; (5) development and implementation of parent training and support groups; and (6) individual and group counseling or therapy for selected students and families via contractual arrangements with community mental health agencies. Services were provided in two TOPS classes at both Ludlum and Howard Drive elementary schools. TOPS training staff also assisted other teachers of emotionally handicapped students. Although evaluation results indicated that all essential program elements were implemented at both sites, several facility improvements and staffing changes are recommended. Analysis also showed significant student improvement in most classroom behavior and individual achievement measures. Appendices contain: (1) TOPS students' diagnoses and previous placements; (2) copies of forms used in program implementation; and (3) TOPS parent training group questionnaire. (BS)

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EVALUATION OF THE 1983-84
ECIA, CHAPTER II
TEACHING/OUTREACH/PARENT INVOLVEMENT/
SKILL DEVELOPMENT PROJECT

Principal Evaluator/Author: Norman L. Proller

OFFICE OF EDUCATIONAL ACCOUNTABILITY
SEPTEMBER, 1984

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Executive Summary

The 1983-84 TOPS program funded by the Education Consolidation and Improvement Act (ECIA), Chapter 2, in the amount of $238,385 was established in 1979 in response to the multiple needs of elementary-aged Severely Emotionally Disturbed (SED) students, their teachers and their families. It employed a full-services approach offering Teacher training, Outreach by community mental health agencies, Parent training and support, and Skills development through a diagnostic/prescriptive teaching model.

The full-services TOPS model contained the following six components:

1. A highly structured academic program employing intensive diagnostic/prescriptive evaluation from which TOPS personnel developed individualized instructional objectives and accompanying lesson plans for each TOPS student,

2. A classroom behavior management system,

3. A bus behavior management system,

4. Progress reviews and the maintenance of anecdotal behavioral records for every TOPS student,

5. The development and implementation of parent training/support groups; and

6. Individual and group counseling/therapy to selected students and their families via contractual arrangements with community mental health agencies.

The 1983-84 TOPS program provided direct services via one demonstration site in the South Area, and one replication site in the South Central Area (which was established in January, 1983). The two TOPS classes located in the South Area (at Howard Drive Elementary) served a total of 14-15 students, all of whom exhibited severe emotional and/or behavioral difficulties. Both public and private schools referred students to this site. TOPS personnel gave highest intake priority to children who had displayed few, if any, signs of improvement despite previous placements in EH or Learning Disabled (LD) classes.

The South Central Area site, situated at Ludlam Elementary School, also had two TOPS classrooms and the TOPS students at this locale experienced the same full-services model employed by TOPS at its Howard Drive site. It should be noted however, that part of the TOPS Training Team (i.e. the psychologist and the diagnostician) provided on-going support throughout the school year to the two TOPS teachers at Ludlam and worked cooperatively with staff from a community mental health agency (Children's Psychiatric Center - CPC) in replicating the mental health component of the TOPS model. Consequently, although the Ludlam site experienced all TOPS components, it did not enjoy the full complement of TOPS staff.

In addition to providing support to the South Central demonstration site, TOPS Training Team staff also supplied substantial assistance to EH teachers at Silver Bluff, Shenandoah, Chapman, and Howard Drive Elementary Schools.

The evaluation addressed the extent to which essential project features were implemented and the extent to which the project appeared to impact student behavior and academic achievement. Additionally, the evaluation assessed the extent to which project staff provided assistance to demonstration and replication site personnel and training to other DCPS teachers of EH students. Data collection activities included examination and/or statistical analyses of program records, observation of program activities, and interviews with program and community mental health agency personnel.

Results of this evaluation indicated that all essential elements of the TOPS instructional/behavior management system, the parent training/support groups, and the individual and group therapy components were implemented at both sites. Although all essential elements of the program had been implemented, certain needs in the areas of facilities (involving the addition of partitions) as well as staffing (involving additional diagnostician and psychologist resources) were noted which, if addressed, would more fully optimize service delivery. Analysis also showed that TOPS students, taken as a group, evidenced statistically significant improvement on four of the five measured aspects of their classroom functioning and behavior as assessed by the Quay-Peterson Behavior Problem Checklist. Similarly, students evidenced statistically significant gains on three out of five subtest scores of the Peabody Individual Achievement Test (PIAT) and achieved individual educational objectives at a rate six and one-half percentage points greater than expected. Finally TOPS personnel provided substantial support and assistance to the TOPS staff working at the Ludlam demonstration site and to other DCPS EH teachers, as well as to EH teachers at Silver Bluff, Shenandoah, Chapman, and Howard Drive Elementary Schools.

As a result of these findings, the following recommendations are made:

1. The project should continue to receive financial support.

2. The facilities at Ludlam should be moved or otherwise upgraded to ensure a more conducive learning and therapeutic atmosphere. More specifically, the office area and therapy rooms should be "partitioned off" from both classrooms, thus providing the students with an academic environment free from distractions (e.g. the constantly ringing phone, the staff continually speaking on the phone with parents, children discussing their problems and concerns during therapy sessions, etc.). Furthermore, adding these partitions will help ensure the confidentiality of student comments made during therapy sessions.

3. The training team diagnostician should be released from responsibility for also providing diagnostic assistance to TOPS staff at Ludlum. Other diagnostic resources should be added to the Ludlum TOPS staff, to insure that sufficient staff resources are available for the proper testing of students and the developing of appropriate diagnostic/prescriptive individualized educational plans. This would release the training team diagnostician from filling two positions and hopefully prevent "burn-out".

4. The TOPS training team psychologist should be released from responsibility for also providing psychological service to the TOPS students at Ludlum. Other psychological resources should be added to those already existing at Ludlum. This would "free-up" the TOPS training team psychologist to return full time to her role as a training psychologist, eliminating the need for her to fill one and one-half positions.

Description of the Program

The 1983-84 TOPS program, funded by the Education Consolidation and Improvement ACT (ECIA), Chapter 2 in the amount of $238,385, was initially established in 1979 in response to the multiple needs of elementary-aged Severely Emotionally Disturbed (SED) students, their teachers and their families. It employed a full-services approach offering Teacher training, Outreach by community mental health agencies, Parent training and support, and Skills development through a diagnostic/prescriptive teaching model.

The 1983-84 TOPS program provided direct services via one demonstration site in the South Area (Howard Drive Elementary) and one replication site in the South Central Area (Ludlam Elementary). This later facility was established in January, 1983. The two TOPS classes at the Howard Drive site served 14-15 students at any one time, all of whom exhibited severe emotional and/or behavioral difficulties. Both public and private schools referred students to this site. TOPS personnel gave highest intake priority to children who had displayed few, if any, signs of improvement despite their previous placement in classes for the emotionally handicapped and/or learning disabled.

The replication site located at Ludlam Elementary School also had two TOPS classrooms and the TOPS students at this locale experienced the same full-services model employed by TOPS in its Howard Drive classes. The TOPS students enrolled at Ludlam met the same admittance criteria as the TOPS pupils accepted at Howard Drive. Similarly, these Ludam students also came from public and private school referrals.

The Training Team (composed of a psychologist, diagnostician, and demonstration teacher) had duties which included the presentation of workshops to assist DCPS teachers of the emotionally handicapped, psychologists, and counselors who desired to implement at their facilities one or more components of the TOPS program. The team also supplied inservice workshops to bus drivers who transported EH children. These workshops encompassed supervised visitations to the TOPS classes at Howard Drive and Ludlam Elementary, participation in conferences, demonstrations of TOPS behavior management and instructional techniques in already existing EH classrooms, and formalized workshop presentations. Another responsibility of the Training Team included pre-testing (with the Peabody Individual Achievement Test-PIAT) students in several schools located in the South and South Central Areas for the dual purpose of assessing their eligibility for TOPS and and/or other EH classes and determining the kinds of academic interventions required.

In addition to the support which the TOPS Training Team provided to the demonstration and replication sites and DCPS personnel, TOPS training team members also gave on-going support to EH classes at Silver Bluff, Shenandoah, Chapman and Howard Drive Elementary schools.

In sum, the TOPS program at both Howard Drive and Ludlam Elementary Schools contained the following six components:

1. A highly structured academic program employing intensive diagnostic/prescriptive evaluation from which TOPS teachers developed individualized instructional objectives for each TOPS student,

2. A classroom behavior management system which utilized TOPS Point Cards and behavioral interventions,

3. A bus behavior management system,

4. Progress reviews and maintenance of anecdotal behavioral records for every TOPS student,

5. The development and implementation of parent training/support groups. These activities were designed to involve the families of participating students in five training sessions covering the topics of communication, assertiveness training and behavior management techniques; and

6. Individual and group counseling/therapy for selected students and their families via contractual arrangements with community mental health agencies. The two community agencies supplying therapists and/or treatment facilities included Community Mental Health of South Dade (CHI) which served the Howard Drive Elementary students and Children's Psychiatric Center (CPC) which worked with Ludlam Elementary pupils.

Description of the Evaluation

The evaluation of this project addressed both the extent to which program activities occurred as specified in the Chapter II program proposal (process) and the extent to which specific project objectives were attained (product). Data collection activities included examination and/or statistical analyses of project records, observation of project activities, and interviews with project and community mental health agency personnel.

The following section provides an overview of the general approaches employed in this evaluation.

Characteristics of Student Participants

The program proposal stipulated that TOPS would serve those students who exhibited "severe emotional and/or behavioral difficulties"; many of whom had made little or no progress in previous EH classes, others of whom had presented "diagnostic dilemmas" in their previous placements. Data descriptive of students participating in the Howard Drive and Ludlam Elementary TOPS classes were collected to ascertain the extent to which the admitted students actually met the entrance criteria. The information gathered included data on such variables as age, sex, exceptionality, I.Q. and previous educational placement. Additionally, a review of the TOPS referral log was conducted to determine the total number of requests for service.

Extent to Which Essential Elements of the TOPS Instructional/Behavior-Management System Were Implemented

Interviews were conducted with TOPS instructional and therapeutic personnel and TOPS' records were examined to determine the extent to which critical features of the instructional/behavior-management system were implemented at the two TOPS sites. These elements included: a) individualized instructional and behavioral objectives for all TOPS students based on diagnostic/prescriptive student evaluations, b) TOPS Individualized Learning Task Sheets containing daily instructional prescriptions for TOPS students, c) a bus behavior

management system, d) a classroom-behavior management system, e) time-out procedures; and f) the maintenance of anecdotal records of participant behavior. To gather this data, students' files were randomly sampled (at both schools) to see if each one contained the student's individualized instructional and behavioral objectives, daily instructional prescriptions, bus-behavior management system point card, TOPS Point Card, documentation of any "time-out" situations incurred by the pupil and the anecdotal record of behavior which the TOPS classroom manual stipulated would accompany a student's involvement in a "time-out" process. In addition, TOPS students at both sites were observed (while they were working in the TOPS classroom) to visually determine the extent to which TOPS participants were the recipients of these elements.

Provision of Parent Training and Support Groups

TOPS personnel maintained documentation detailing the provision of parent training/support groups at the two sites. By reviewing this documentation and interviewing TOPS and community mental health staff involved with this feature, a determination was made if and when TOPS offered this component and the extent to which parents participated in these training activities. In addition, responses to TOPS questionnaires (which many parents completed after attending these groups) were examined to ascertain their feelings about the effectiveness of the groups.

Provision of Individual and Group Counseling/Therapy

TOPS' records regarding the service delivery of individual and group counseling/therapy were reviewed to ascertain the extent to which mental health personnel had developed individual counseling/therapy plans for the TOPS students receiving this intervention and to determine if these treatment plans were, indeed, implemented.

Project Impact on Student Behavior

All school personnel referring students to TOPS completed the Quay-Peterson Behavior Problem Checklist for each referred pupil. TOPS personnel completed the same checklist for all TOPS students at the end of the school year. The information gleaned from the pre and posttest administration of this checklist allowed a determination of TOPS students' relative improvements in classroom behavior. For purposes of this evaluation, only results from those Howard Drive and Ludlam Elementary students who attended the program for at least two-thirds of the 1983-84 school year were analyzed.

Gains in Academic Achievement

TOPS personnel administered the PIAT to all TOPS students on a pre and posttest basis. Data from these administrations were analyzed to determine the degree to which TOPS participants evidenced gains in academic achievement. Only those TOPS students who attended the program for at least two-thirds of the school year and did not possess an L.D. diagnosis were included in this aspect of the evaluation.

Extent to Which Students Achieved Individual Educational Objectives

To ascertain the extent to which students achieved individual educational objectives, students' files were examined to determine to what extent the students had realized their respective "Individualized Instructional Objectives" and the rate at which they had completed their daily assignments. This was accomplished by randomly selecting seven student files at each locale and determining the extent to which pupil folders contained Individualized

Instructional Objectives, the progress which participants made toward achieving these objectives; and the percentage of tasks the participants completed as indicated by their daily assigrment sheet answers.

Provision of Training for Other DCPS Teachers of EH Students

TOPS personnel supplied training for EH teachers via supervised teacher visitations to the demonstration sites as well as through in-service presentations. Documentation maintained by program personnel provided records of these activities as well as participants' evaluations of these events. These records were reviewed to determine the number of visitations and inservice presentations that took place and the participants' appraisals of their experiences.

The tasks outlined in the preceding section enabled responses to the following questions:

1. To what extent were essential elements of the TOPS instructional/behavior management system implemented?

2. To what extent were TOPS parent training/support groups established?

3. To what extent was individual and group counseling/therapy provided to student participants?

4. To what extent did TOPS students display improvement in classroom functioning and behavior?

5. To what extent did student participants display gains in academic achievement?

6. To what extent did TOPS pupils achieve individual educational objectives?

7. To what extent did program staff supply training to other DCPS personnel working with EH students?

Results

Characteristics of Student Participants

Data descriptive of TOPS students suggested that all students accepted for placement at both sites met the project's entrance requirements. More specifically, at the Howard Drive site, all 15 pupils who remained at this locale for at least two-thirds of the 1983-84 school year were diagnosed as severely and profoundly emotionally disturbed and 11 of the 15 had previous placements in either part-time or full-time LD classes or EH classes.

At Ludlam Elementary School, again, all 15 TOPS students possessed diagnoses indicating "profound and severe emotional disturbance." In addition, seven of these pupils had previous placements in either part-time or full-time EH or LD classrooms. (See Appendix A for documentation supporting these statements)

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Extent to Which Essential Elements of the TOPS Instructional/Behavior-Management System Were Implemented

Information obtained from the analysis of TOPS records, interviews with program personnel, and in-class observations at both the Howard Drive and Ludlam Elementary School sites indicated that the previously-mentioned critical elements were, indeed, implemented in all four TOPS classrooms. (See Appendix B for copies of forms used to record data intrinsic to each of these six features.) Although all essential elements of the program had been implemented, certain needs in the areas of facilities (involving the addition of partitions) as well as staffing (involving additional diagnostician and psychologist resources) were noted which, if addressed, would more fully optimize service delivery.

Provision of Parent Training/Support Groups

A review of TOPS records detailing the occurrences and number of participants in these groups suggested that TOPS staff, in conjunction with community mental health personnel, implemented and conducted the groups as specified. TOPS records showed that the training/support group for the parents of Howard Drive's TOPS students met on six occasions beginning September 20, 1983 and ending December 6, 1983. Twelve families participated in these parent/training support groups with an average of twelve individuals attending each meeting.

TOPS records at Ludlam Elementary indicated that two parent training/support group were established at this locale. The first one met five times beginning on November 8, 1983 and ending on December 6, 1983. The average number of parents attending each session was twelve, and these individuals represented eleven different families. Furthermore, this particular parent group evolved into a support group which continued meeting on a weekly basis until the end of the school year. On the average, seven people (representing six families) attended each of the support meetings. The second group (attended by Spanish-speaking parents of TOPS students as well as other parents) began on May 10, 1984 and met weekly for the remainder of the school year. The average attendance of TOPS parents participating at each session was seven and these people represented 4 different families.

The responses to a randomly selected sample of TOPS-developed training/support group questionnaires (which many parents completed after attending such groups) were also analyzed to ascertain the nature of parents' feelings about the value of the groups. Analysis of parental replies to the questionnaire indicated that, at both locales, an overwhelming majority of parents believed the groups offered them information regarding parenting skills "in an informative and helpful manner." (See Appendix C for a copy of the TOPS parent training/support group questionnaire and Table I for a display of parent responses).

Provision of Individual and Group Counseling/Therapy

Inspection of TOPS documentation at both sites indicated that treatment plans were developed and implemented for all participants who received individual counseling. TOPS records also showed that treatment plans were formulated and implemented for every group session that TOPS and/or community mental health agency personnel conducted. More specifically, TOPS records at Howard Drive indicated that beginning on October 19, 1983 TOPS personnel, in conjunction with Community Mental Health, Inc. staff, co-facilitated two weekly children's

TABLE I

N = 22

PARENTAL RESPONSES TO THE TOPS PROGRAM
PARENT TRAINING/SUPPORT GROUP QUESTIONNAIRE

ITEM NUMBER		Percent of Parents Responding to Each Choice				
		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1	Ideas and techniques on communications skills were provided in an informative and helpful manner.	0	0	0	58	42
2	The meetings provided ideas and techniques on assertiveness training in an informative and helpful manner.	0	0	0	54	46
3	The meetings provided ideas and techniques in motivating children in an informative and helpful way.	0	0	0	58	42
4	The meetings provided techniques in behavior management methods in an informative and helpful way.	0	0	0	58	42
5	Techniques and methods of discipline presented were useful.	0	0	0	54	46
6	Group leaders provided a supportive atmosphere to teach parenting skills.	0	0	0	33	67
7	The filmstrips and discussions offered practical information.	0	4	13	54	29
8	The handouts were valuable aids for me.	0	0	8	50	42

groups (with an average attendance of seven students per group) which functioned for the rest of the 1983-84 school year. In addition documentation at Howard Drive showed that all 15 TOPS students received either individual counseling and/or art therapy throughout the 1983-84 school year. At Ludlam Elementary, TOPS documentation indicated that TOPS staff, in cooperation with Children's Psychiatric Center therapists, conducted two weekly children's groups - one of which started on October 26, 1983, and the other which began on November 8, 1983. The average weekly attendance in each group was six pupils. TOPS records also showed that all 15 students at Ludlam Elementary received weekly individual therapy sessions by a TOPS or Children's Psychiatric Center staff counselor. (See Appendix B for copies of individual and group counseling/ therapy treatment plan forms).

Project Impact on Student Behavior

To ascertain the extent to which TOPS students displayed improvement in classroom functioning and behavior, participants' pre and posttest scores on the Quay-Peterson Behavior Problem Checklist (BPC) were analyzed. The BPC is a commercially available instrument containing 58 items descriptive of deviant behavior. It contains five subscales (e.g., Conduct Problem - CP, Personality Problem - PP, Inadequacy Immaturity - II, Socialized Delinquency - SD, and Psychotic Behavior - PB) which factor analytic studies have identified as the underlying dimensions of behavior problems in children and adolescents.

Analysis of data for all students showed that the TOPS program positively impacted its participants' behavior on four of the five subtests (CP, SD, II and PB), at appropriate levels of statistical significance. When these data were analyzed by school, results for Howard Drive showed a significant positive impact on students' II and PB subscales but no significant impact on the three other subtests. No statistically significant impact on <u>any</u> subtests was noted for Ludlam students. These results are displayed in Tables II a-c. (Note that numerically <u>low</u> subtest scores are indicative of <u>normal</u> behavior; numerically <u>high</u> scores are indicative of <u>deviant</u> behavior.

In evaluating the data obtained from Ludlam, it should be noted that pretest scores on both the SD and PB subtests were so low (normal) to begin with that the Ludlam TOPS students could <u>not</u> have shown much improvement on either of these posttests. Additionally, sample sizes for all of these analyses, especially those performed separately for the two schools, were sufficiently small to reduce substantially the probability of finding significant differences between pre and posttest scores. Furthermore, the less-than-optimal TOPS therapeutic and classroom facilities at Ludlam combined with the utilization of two teachers relatively new to the TOPS program and the lack of a full-time psychologist may have somewhat inhibited the impact of the TOPS program on the Ludlam pupils' behavior.

Gains in Academic Achievement

To determine the extent to which the TOPS students achieved gains in academic achievement above and beyond those expected due to normal maturational processes, the TOPS' students pre and posttest scores on the Peabody Individual Achievement Tests (PIAT) were analyzed. The PIAT provides a wide-range screening measurement of achievement in the areas of mathematics, reading, spelling, and general information. In short, it offers an overview of an individual's scholastic attainment. To accomplish this task a norm-referenced

TABLE IIa
ANALYSIS OF QUAY-PETERSON BEHAVIOR PROBLEM CHECKLIST SCORES

All Project Students
(n=22)

SUBSCALE	MEAN	DIFFERENCE BETWEEN MEANS	t-VALUE	2-TAIL PROBABILITY
Conduct Problem Posttest	4.6364	-1.6810	-2.13	0.045
Conduct Problem Pretest	6.3182			
Personality Problem Posttest	2.3636	-0.6364	-1.45	0.162
Personality Problem Pretest	3.0000			
Inadequacy Immaturity Posttest	1.2273	-1.2273	-2.47	0.022
Inadequacy Immaturity Pretest	2.4545			
Socialized Delinquency Posttest	0.0909	-0.2273	-2.02	0.057
Socialized Delinquency Pretest	0.3182			
Psychotic Behavior Posttest	0.4091	-0.4545	-2.22	0.038
Psychotic Behavior Pretest	0.8636			

TABLE IIb
ANALYSIS OF QUAY-PETERSON BEHAVIOR PROBLEM CHECKLIST SCORES

Howard Drive Project Students
(n=10)

SUBSCALE	MEAN	DIFFERENCE BETWEEN MEANS	t-VALUE	2-TAIL PROBABILITY
Conduct Problem Posttest	3.5000	-2.5000	-1.68	0.127
Conduct Problem Pretest	6.0000			
Personality Problem Posttest	1.1000	-0.7000	-1.35	0.209
Personality Problem Pretest	1.8000			
Inadequacy Immaturity Posttest	1.0000	-2.2000	-2.26	0.051
Inadequacy Immaturity Pretest	3.2000			
Socialized Delinquency Posttest	0.1000	-0.4000	-1.81	0.104
Socialized Delinquency Pretest	0.5000			
Psychotic Behavior Posttest	0.1000	-0.800	-2.45	0.037
Psychotic Behavior Pretest	0.9000			

TABLE IIc
ANALYSIS OF QUAY-PETERSON BEHAVIOR PROBLEM CHECKLIST SCORES

Ludlam Elementary Project Students
(n=12)

SUBSCALE	MEAN	DIFFERENCE BETWEEN MEANS	t-VALUE	2-TAIL PROBABILITY
Conduct Problem Posttest	5.5833	-1.0000	-1.30	0.220
Conduct Problem Pretest	6.5833			
Personality Problem Posttest	3.4167	-0.5833	-0.83	0.423
Personality Problem Pretest	4.0000			
Inadequacy Immaturity Posttest	1.4167	-0.4167	-1.45	0.175
Inadequacy Immaturity Pretest	1.8333			
Socialized Delinquency Posttest	0.0833	-0.0833	-1.00	0.339
Socialized Delinquency Pretest	0.1667			
Psychotic Behavior Posttest	0.8333	0.1667	-0.69	0.504
Psychotic Behavior Pretest	0.6667			

evaluation procedure was utilized which facilitated a comparison of TOPS pupils' gains on the PIAT with those of students possessing the same age and intellectual abilities.

Analyses of data for all TOPS students indicated that statistically significant gains (beyond those typically achieved as a result of maturational processes) were made on the math, reading recognition and general information subtests of the PIAT as well as on PIAT total test scores. Although posttest scores for the other two PIAT subtests (reading comprehension and spelling) were higher than expected, these differences were not statistically significant (see Table IIIa). When these data were analyzed by school, statistically significant gains were noted for Howard Drive students on math, spelling, general information, and PIAT total test scores; all other post-test scores were higher than pre-test scores, although not significantly so (see Table IIIb). For Ludlam students, statistically significant gains were noted for the reading recognition subtest score only (see Table IIIc).

In evaluating these findings, it should be noted that sample sizes for the analyses, especially those performed separately for the two schools, were sufficiently small to substantially reduce the probability of finding significant differences between pre and posttest scores. Additionally, it should be mentioned that less-than-optimal facilities at the Ludlam site combined with the lack of a full-time diagnostician and the employment of two teachers, both of whom were relatively new to the TOPS program, may have interfered with these consumers' opportunity to achieve their maximum academic potential.

Extent to which Students Achieved Individual Educational Objectives

Examination of student records indicated that all files contained Individual Instructional Objectives for every subject area. Furthermore, it was determined that the student completion rate on daily assignments averaged 96.5%. The "TOPS Manual" specifies that a task completion rate in the 90% range indicates that a student's assignments are appropriate and realistic. Consequently, it was concluded that TOPS' students at both locales were, indeed, achieving their individual educational objectives at a completion rate higher than that suggested in the TOPS Manual. (See Appendix B for copies of Individualized Educational Objective and Task Completion Sheets).

Provision of Training for Other DCPS Teachers of EH Students

Examination of TOPS records showed that between September 1, 1983 and June 1, 1984 approximately 15 DCPS teachers visited the demonstration site at Howard Drive Elementary. A review of all evaluations resulting from these visits suggested that virtually all the teachers believed they obtained either "good" or "excellent" value from this experience.

TABLE IIIa
PEABODY INDIVIDUAL ACHIEVEMENT TEST SUBTEST SCORES

All Project Students
(n=22)

SUBSCALE	MEAN	DIFFERENCE BETWEEN MEANS	t-VALUE	2-TAIL PROBABILITY
Math Score Obtained	34.9545	2.2273	2.71	0.013
Math Score Expected	32.7273			
Reading Recognition Score Obtained	37.7273	3.0455	2.41	0.025
Reading Recognition Score Expected	34.6818			
Reading Comprehension Score Obtained	32.4091	1.5000	0.98	0.338
Reading Comprehension Score Expected	30.9091			
Spelling Score Obtained	34.0909	1.7727	1.49	0.151
Spelling Score Expected	32.3182			
General Information Score Obtained	29.8182	2.3182	2.04	0.054
General Information Score Expected	27.5000			
Total Score Obtained	170.7273	10.7727	3.61	0.002
Total Score Expected	159.9545			

TABLE IIIb
PEABODY INDIVIDUAL ACHIEVEMENT TEST SUBTEST SCORES

Howard Drive Project Students
(n=10)

SUBSCALE	MEAN	DIFFERENCE BETWEEN MEANS	t-VALUE	2-TAIL PROBABILITY
Math Score Obtained	38.800	3.8000	2.80	0.021
Math Score Expected	35.000			
Reading Recognition Score Obtained	37.3000	2.0000	1.11	0.294
Reading Recognition Score Expected	35.3000			
Reading Comprehension Score Obtained	32.8000	4.0000	1.63	0.138
Reading Comprehension Score Expected	28.8000			
Spelling Score Obtained	34.3000	3.0000	2.25	0.051
Spelling Score Expected	31.3000			
General Information Score Obtained	32.4000	3.5000	2.43	0.038
General Information Score Expected	28.9000			
Total Score Obtained	177.7000	16.4000	3.88	0.004
Total Score Expected	161.3000			

TABLE IIIc
PEABODY INDIVIDUAL ACHIEVEMENT TEST SUBTEST SCORES

Ludlam Elementary Project Students
(n=12)

SUBSCALE	MEAN	DIFFERENCE BETWEEN MEANS	t-VALUE	2-TAIL PROBABILITY
Math Score Obtained	31.750	0.9167	1.05	0.317
Math Score Expected	30.833			
Reading Recognition Score Obtained	38.0833	3.9167	2.17	0.053
Reading Recognition Score Expected	34.1667			
Reading Comprehension Score Obtained	32.0833	-0.5833	-0.32	0.752
Reading Comprehension Score Expected	32.6667			
Spelling Score Obtained	33.9167	0.7500	0.40	0.697
Spelling Score Expected	33.1667			
General Information Score Obtained	27.6667	1.3333	0.78	0.451
General Information Score Expected	26.3333			
Total Score Obtained	164.9167	6.0833	1.59	0.139
Total Score Expected	158.8333			

Concerning TOPS inservice activities, inspection of program records indicated that TOPS personnel held nine workshops for Dade County Public Schools personnel during 1983-84. According to TOPS documentation, approximately 10-20 individuals attended each workshop. (See Table IV for the date, subject, and location of each inservice activity).

TABLE IV

Description of TOPS Inservice Activities

Date	Subject of Workshop	Location
August 3, 1983	Bus Behavior Management Workshop	Howard Drive Elementary
September 1, 1983	Bus Behavior Management Workshop	Ludlam Elementary
November 2, 1983	Bus Behavior Management Workshop	South Miami Junior High
November 3, 1983	Bus Behavior Management Workshop	South Miami Junior High
November 22, 1983	Bus Behavior Management Workshop	West Miami Junior High
January 9, 1984	Bus Behavior Management Workshop	Children Development Center
February 29, 1984	Working with Parents	F.I.U. Tamiami Campus
May 15, 1984	Behavior Management and Motivational Strategies	Howard Drive Elementary
May 22, 1984	Curricular Approaches for Elementary EH/SED students	Howard Drive Elementary

A random inspection of records documenting participants' evaluations of the above-mentioned inservice activities revealed that over 95% of the participants thought that they had obtained either "good" or "excellent" value from the workshops.

Nothwithstanding the support which TOPS staff provided to DCPS personnel through the utilization of demonstration site visitations and workshop presentation, TOPS personnel also supplied considerable assistance to EH teachers at two schools in the South Central Area (Silver Bluff Elementary and Shenandoah Elementary) and two schools in the South Area (William A. Chapman Elementary and Howard Drive Elementary). More specifically, TOPS staff helped EH teachers at Silver Bluff, Chapman, Shenandoah and Howard Drive implement part of the TOPS model in several EH classes at these four schools. To achieve this task, TOPS employees academically tested eligible children, explained the various components of the TOPS model to the relevant teachers, assisted the EH teachers with the development of Individualized Educational Objectives for their students, offered suggestions concerning appropriate materials, and lent materials to these EH teachers. In addition, at Silver Bluff Elementary, the TOPS team also had some therapeutic interactions with the parents of the EH students.

Discussion/Recommendations

Results of this evaluation indicated that all essential elements of the TOPS instructional/behavior management system as well as those of the parent training/support groups and the individual and group therapy/counseling components were implemented at both demonstration sites. Although all essential elements of the program had been implemented, certain needs in the areas of facilities (involving the addition of partitions) as well as staffing (involving additional diagnostician and psychologist resources) were noted which, if addressed, would more fully optimize service delivery. Analyses also showed that TOPS students, taken as a group, evidenced statistically significant improvement on four of five measured aspects of their classroom functioning and behavior as assessed by the Quay-Peterson Behavior Problem Checklist. Similarly, students evidenced statistically significant gains in academic achievement as indicated by total scores on the Peabody Individual Achievement Test and achieved educational objectives at a rate six and one-half percentage points greater than expected. Finally, TOPS personnel provided substantial support and assistance to other DCPS personnel involved with EH children, and supplied considerable aid to Silver Bluff, Shenandoah, Chapman, and Howard Drive Elementary Schools.

As a result of these findings, the following recommendations are made:

1. The project should continue to receive financial support.

2. The facilities at Ludlam should be moved, or otherwise upgraded to ensure a more conducive learning and therapeutic atmosphere. More specifically, the office area and therapy rooms should be "partitioned off" from both classrooms, thus providing the students with an academic environment free from distractions (e.g. the constantly ringing phone, the staff continually speaking on the phone with parents, children discussing their problems and concerns during therapy sessions, etc.). Furthermore, adding these partitions will

help ensure the confidentiality of student comments made during therapy sessions.

3. The training team diagnostician should be released from responsibility for also providing diagnostic assistance to TOPS staff at Ludlum. Other diagnostic resources should be added to the Ludlum TOPS staff, to insure that sufficient staff resources are available for the proper testing of students and the developing of appropriate diagnostic/prescriptive individualized educational plans. This would release the training team diagnostician from filling two positions and hopefully prevent "burn-out".

4. The TOPS training team psychologist should be released from responsibility for also providing psychological service to the TOPS students at Ludlum. Other psychological resources should be added to those already existing at Ludlum. This would "free-up" the TOPS training team psychologist to return full time to her role as a training psychologist, eliminating the need for her to fill one and one-half positions.

APPENDIX A

TOPS Students' Diagnoses and Previous Placements

TOPS/Ludlam Elementary 1983-84

Name	Age	Sex	Exceptionality	I.Q. WISC-R V-P-FS	Previous Ed. Place		Date Entered
Francisco A.	4/24/76	M	SED	90/102/95	Sylvania Heights	Reg.	8/29/83
Marcos B.	9/24/72	M	SED	118/130/126	Banyan	EH/FT	1/5/83 & 11/7/83
Jorge C.	10/25/75	M	SED	Stanford 112	S. Miami	LD, FT	8/29/83 Homebound 1/84
Moisés F.	5/20/74	M	SED	95/88/91	Village Green	EH, PT	9/2/83
Jorge F.	1/2/76	M	SED	128/120/127	Everglades	Reg.	8/29/83
Joshua H.	10/14/75	M	SED	94/98/95	S. Miami	Reg.	2/14/83
Thomas J.	10/20/72	M	SED	103/101/102	Ludlam	LD, FT	1/10/83
Davey J.	6/29/74	M	SED	102/101/101	Royal Green	EH, FT	10/28/83
Rosalia M.	1/7/76	F	SED	Columbia Mental Maturity Age Dev. Score=82	Greenglade	EH, FT	10/17/83
Christopher M.	1/13/76	M	SED	108/112/111	Tropical	Reg.	8/29/83
Robin M.	9/9/72	F	SED	78/90/84	Sunset	EH/FT	8/29/83
Joseph T.	7/31/73	M	SED	120/109/118	Royal Green	Reg.	1/24/83
Cynthia U.	8/11/75	F	SED	80/87/82	S. Miami	Reg.	10/25/83
Charles W.	12.15.77	M	SED	WPPSI 124 Binet 104	Pre-School Temple Samuel	Reg.	8/29/83

TOPS - HOWARD DRIVE 1983-84

Name	Age	Sex	Exceptionality	I.Q.	Previous Ed. Placement		Date Entered
	3/13/76	F		WISC.R V. P.FS			
Tanya B.			SED	96/9[illegible]/96	West Laboratory	reg ed	8/29/83
	9/23/72	M		WISC.R V. P. FS			
Juan D.			SED	113/118/118	Cutler Ridge	Gifted L.D.	8/29/83
	1/17/74	F		WISC.R V. P. FS			
Rebecca E.			SED	91/121/105	Kenwood	reg ed	8/29/83
	8/4/73	M		WISC.R V. P.FS			
Chester E.			SED	91/90/89	West Laboratory	E.H. (P.T.)	8/29/83
	5/3/74	F		WISC.R V. P.FS			
Jennifer F.			SED	73/82/86	Blue Lakes	F.T.E.H.	8/29/83
	2/22/74	M		WISC.R V. P. FS			
Phillip G.			SED	136/120/133	Kenwood	P.T.L.D.	2/17/83
	9/21/73	M		WISC.R V. P.FS			
Anthony H.			SED	100/95/97	Coral Reef	P.T.L.D.	8/29/83
	8/3/77	M		WISC.R V. P. FS			
E.J.M.			SED	107/112/110	Kendale Lakes	reg ed	8/29/83
	9/12/72	M		WISC.R V. P. FS			
Kristion N.			SED	107/121/115	Oliver Hoover	P.T.L.D.	8/29/83
	9/12/74	F		WISC.R V. P. FS			
Bobby S.			SED	107/108/109	Cutler Ridge	P.T.E.H.	6/30/83
	8/15/73	M		WISC.R V. P. FS			
Dan T.			SED	125/118/125	Vineland	F.T.E.H.	1/7/83
	12/9/76	M		WISC.R V. P. FS			
Andrew L.			SED	105/112/109	Sunset Pk.	F.T.E.H.	10/3/83
	10/15/76	M		WISC.R V. P. FS			
Jason G.			SED	103/98/101	Chapman	F.T.E.H.	10/13/83
	12/16/74	M		WISC.R V. P.FS			
Oren S.			SED	70/92/80	Howard Drive	F.T.EH.	10/28/83
	12/15/72	M		WISC.R V. P. FS			
Michael M.			SED	111/126/120	Whispering Pines	F.T.E.H.	3/21/84
		M		WISC.R V. P. FS			
Chris C.			SED	73/95/82	Kendale	F.T.L.D.	2/2/84

APPENDIX B

Copies of Forms Supporting the Implementation of the Six Features of the TOPS Program

TOPS PROGRAM

INDIVIDUALIZED INSTRUCTIONAL OBJECTIVES

Name: Grade: D.G.B. C.A. Entry Date:

Goal	Instructional Objectives (IOPS - Short-Term)	DCDC Grade/#	Starting Date	Evaluative Criteria	Materials	Mastery Date

SAMPLE

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DADE COUNTY PUBLIC SCHOOLS

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

EXCEPTIONAL STUDENT EDUCATION

NAME _____ D.O.B. _____ I.D. NO. _____ ADDRESS _____

HOME SCHOOL _____ ASSIGNED SCHOOL _____ GRADE _____ TELEPHONE _____

(Dates and Methods)

PARENT NOTIFICATION: 1) _____ 2) _____ 3) _____

COMMUNICATION IN BASIC LANGUAGE OF PARENT: _____

PRESENT PERFORMANCE LEVELS

INSTRUMENT	DATE	LEVELS	INSTRUMENT	DATE	LEVELS

BEHAVIORAL OBSERVATIONS _____

☐ INITIAL
☐ REEVALUATION
☐ ANNUAL REVIEW
☐ OTHER _____

STUDENT WILL PARTICIPATE IN THE STANFORD ACHIEVEMENT TEST.
NO ☐ YES ☐

RECOMMENDATION:
☐ STANDARD HIGH SCHOOL DIPLOMA
☐ SPECIAL HIGH SCHOOL DIPLOMA
☐ CERTIFICATE OF COMPLETION
☐ SPECIAL CERTIFICATE OF COMPLETION

STUDENT WILL PARTICIPATE IN SSAT:
_____ 3rd _____ 5th _____ 8th _____ 11th

MODIFICATIONS:
☐ FLEXIBLE SCHEDULING ☐ REVISED FORMAT
☐ FLEXIBLE SETTING ☐ AUDITORY AIDS
☐ RECORDING OF ANSWERS

BILINGUAL EDUCATION:*
☐ ESOL ☐ BCC ☐ HOME LANGUAGE ARTS

**GOALS AND OBJECTIVES ARE REQUIRED FOR FULL-TIME EXCEPTIONAL STUDENTS QUALIFYING FOR BILINGUAL EDUCATION PROGRAMS.*

DOUBLE BASIC SPECIAL SERVICES, AIDS, EQUIPMENT: _____

SAMPLE

SPECIAL EDUCATION PLACEMENT AND RELATED SERVICES

REGULAR/VOCATIONAL EDUCATION PROGRAMS _____

E.S.E. PROGRAM(S) _____ ☐ PT ☐ FT

_____ ☐ PT ☐ FT

INITIATION DATE: _____ ANTICIPATED DURATION: _____

PERSONS RESPONSIBLE _____

RELATED SERVICES _____ INITIATION DATE _____ ANTICIPATED DURATION _____

PERSONS RESPONSIBLE _____

OTHER PERTINENT DATA (Medication, etc.) _____

878-1508

MIS-12075 Rev. (09-82)

TOPS INDIVIDUALIZED LEARNING TASKS

Name _____ Date _____

	Init.	Grades/ Points
Additional Activities		
P.E.: Art: Music:		
Other:		

TOPS INDIVIDUALIZED LEARNING TASKS

Name _____ Date _____

	Init.	Grades/ Points
Additional Activities		
P.E.: Art: Music:		
Other:		

SAMPLE

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TASK COMPLETIONS

Date	Number of Tasks Assigned	Number of Tasks Completed	Ratio	Percentage

SAMPLE

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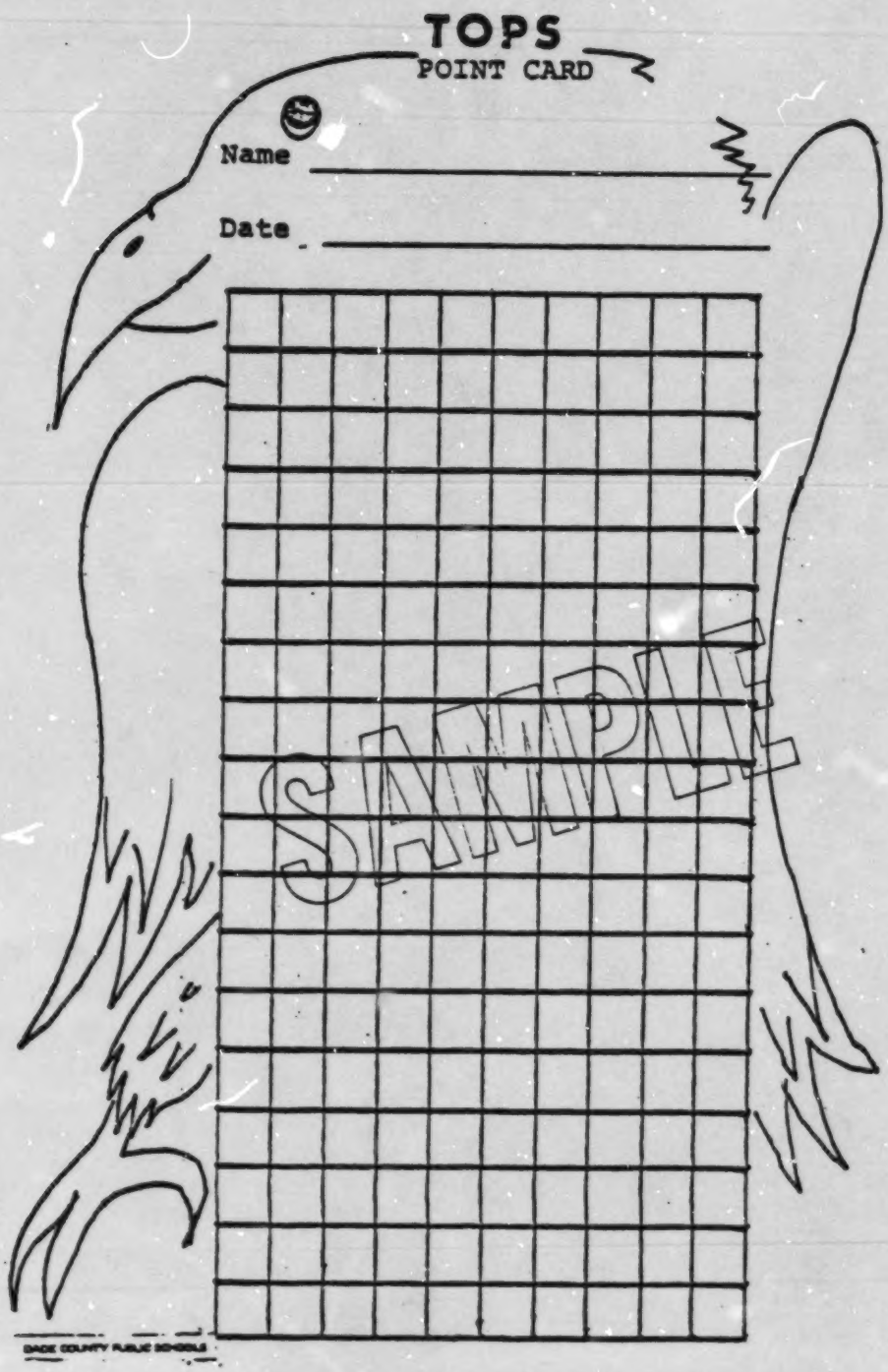

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TIME-OUT RECORD

Student _____

Reason for Time-Out	Person Placing Child in Time-Out	Length of Time in Time-Out In	Out	Behavior(s) in Time-Out	Behavior after Removal from Time-Out	Date	Parent Contacted	Comments

SAMPLE

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PHYSICAL RESTRAINT RECORD

Student _____

Reason for Physical Restraint	Person Placing Child in Physical Restraint	Length of Time of Physical Restraint In Out	Behavior(s) during Physical Restraint and Action Taken	Behavior after Release from Physical Restraint	Date	Parent Contacted	Comment

SAMPLE

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DADE COUNTY PUBLIC SCHOOLS
EXCEPTIONAL STUDENT EDUCATION

TOPS PROGRAM - BUS BEHAVIOR MANAGEMENT

Please place a + if the child exhibited all appropriate behaviors on the bus ride. Place a - if the child exhibited inappropriate behaviors.

Inappropriate Bus Behaviors

A. Out of seat
B. Cursing
C. Hitting
D. Spitting
E. Throwing objects
F. Name calling
G. Yelling, noises
H. Kicking
I. Destroying property
J. Pushing
K. Not wearing seat belt
L. Talking back to driver
M. Fighting
N. Loud talking
O. Leaving bus inappriately
P. Throwing objects out of bus
Q. Other

Week of to

Student's Name	Monday	Tuesday	Wednesday	Thursday	Friday
	a.m. / p.m.				

SAMPLE

Comments:

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ANECDOTAL RECORD (ABC FORMAT)

Name _____ Recorder _____

Date/ Time	ANTECEDENT	BEHAVIOR	CONSEQUENCES

SAMPLE

Sample Agenda - to be given out at first meeting

TOPS PARENT GROUP

Presenters _____

_____

Place _____

Parent Group #1

Date and Time _____

TOPIC: Communication

Discussion and Filmstrip

Parent Group #2

Date and Time _____

TOPIC: Assertiveness Training

Discussion and Filmstrip

Parent Group #3

Date and Time _____

TOPIC: Behavior Management Techniques - Motivation

Discussion and Filmstrip

Parent Group #4

Date and Time _____

TOPIC: Behavior Management Techniques - Methods

Discussion and Filmstrip

Parent Group #5

Date and Time _____

TOPIC: Behavior Management Techniques - Discipline

Discussion and Filmstrip

TOPS PARENT GROUP TRAINING MODULES

Parent Group #1 COMMUNICATION SKILLS

Objective I: To introduce leaders

Objective II: To welcome participants into the group

Activitis: The parents are welcomed and asked to introduce themselves, tell the group their names and what they like to be called, and tell the age of their child in the program.

Objective III: Leader discusses the goals of the group. Have parents identify what they hope to accomplish in the group.

Activities:

1. Provide peer support.
2. Provide an opportunity to learn from others and to teach others.
3. Provide participants the opportunity to learn and relearn skills of parenting.
4. Give agenda hand-out.

Objective IV: To introduce participants to basic concepts of communication skills in the film, "The Art of Parenting".

Activities:

1. Briefly discuss basic concepts of communication.
   a) Be supportive
   b) Set a good example.
   c) Listen.
   d) Repeat key ideas.
2. Show the filmstrip, "The Art of Parenting: Communication".
3. Encourage parent response to simulations from the filmstrip.
4. Leaders role-play situations for parents.
5. Parents give their own examples
6. Stimulate open discussion regarding communication skills.

Objective V: To enhance parents' participation in group in between group meetings.

Activities:

1. Give out hand-out, "You Can Change Your Child's Behavior" and readings and exercises on communication skills (The Art of Parenting or similar activies of choice.
2. Ask parents to complete this reading homework prior to the next meeting.

Objective VI: (Closing) Thank parents for attending: express feeling of looking forward to seeing them next week.

Parents are telephoned and notices sent home with children to remind them of the meeting.

Parent Group #2 ASSERTIVENESS TRAINING

Objective I: To welcome parents to the group

Objective II: To reinforce communication skills

Activity: Briefly review homework assignments and allow for discussion.

Objective III: To introduce participants to basic concepts of assertiveness training

Activities:

1. Briefly discuss concepts of assertiveness training.
   a) Good eye contact
   b) Body language
   c) Voice tone and pitch
   d) Good body posture
   e) Place and timing
2. Show the filmstrip, "The Art of Parenting: Assertiveness Training".
3. Have parents respond to simulation from the filmstrip by role-playing.
4. Have parents give their own examples.
5. Offer open discussion concerning assertiveness.

Objective IV: To reinforce skills presented

Activities:

1. Give out readings and exercises on assertiveness training (The Art of Parenting).
2. Ask parents to complete homework prior to the next meeting.

Objective V: (Closing) Thank parents for attending; express feelin of looking forward to seeing them next week.

Parents are telephoned and notices sent home prior to the meeting to inform them of the next meeting.

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Parent Group #3 BEHAVIOR MANAGEMENT - MOTIVATION

Objective I: To welcome parents to the group

Objective II: To reinforce previously learned assertion skills

Activity: Briefly review homework assignments and allow for discussion.

Objective III: To introduce basic concepts of behavior management

Activities:
1. Briefly discuss concepts of motivation.
   a) Social rewards vs. non-social rewards.
   b) Reward immediately.
   c) Be consistent.
   d) Have reasonable and clearly stated expectations.
   e) Reward frequently and vary the rewards.
2. Show the filmstrip, "The Art of Parenting: Behavior Management Techniques - Motivation".
3. Parents respond to simulations from the filmstrip.
4. Parents give their own examples.
5. Allow for group to problem-solve a specific case presented.

Objective IV: To give participants opportunity to work on their child's behavior they would like to change

Activities:
1. Parents identify their child's behavior they would like to change.
2. Parents are given hand-out, "TOPS Behavior Tally".
   a) Parents are instructed to count the times this target behavior occurs.
   b) Leaders go over an example for the group.
   c) Parents are asked to bring hand-cut to the next session.
   d) Parents are told that when this behavior has improved, the same method can be used to work on other behaviors.

Objective V: To reinforce skills presented

Activities:
1. Give out readings and exercises on motivation (The Art of Parenting).
2. Ask parents to complete homework prior to the next meeting.

Parents are telephoned and notices sent home to inform them of the next meeting.

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Parent Group #4 BEHAVIOR MANAGEMENT - METHODS

Objective I: To welcome parents to the group

Objective II: To reinforce previously learned skills

Activities:
1. Discussion of what they have found useful from past groups.
2. Discuss the results of the tally sheet.

Objective III: To introduce basic concepts of behavior management methods

Activities:
1. Briefly discuss concepts of behavior management methods.
   a) Tokens (stars, poker chips and marbles)
   b) Charting progress
   c) Set goals that the child can reach
   d) Praise good work and behavior
   e) Disregard negative behavior
   f) Behavioral contracting
   g) Consistency
2. Show the filmstrip, "The Art of Parenting: Behavior Management Techniques - Methods".
3. Parents respond to simulations from the filmstrip.
4. Parents give their own examples.

Objective IV: To assist parents in setting up an individualized home/school behavior management system for the TOPS child

Activities:
1. Parents are given the hand-out, "Daily Record Sheet".
   a) A detailed explanation is given of charting positive behavior, i.e., use one of the tally sheets from the previous session.
   b) A detailed explanation is given of setting up a reward system.
   c) If there are two leaders, the group divides into two smaller groups· a leader in each group assists the parents in setting up a program for each child
   d) Provide support and encouragement for implementation.

Objective V: To reinforce concepts of behavior management.

Activities:
1. Give out readings and exercises for behavior management as homework.
2. Ask parents to complete assignment before next session

Parents are telephoned and notices sent home to inform them of the next meeting. This is a crucial component of the process: each parent is telephoned during the week. Assistance and support are given.

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Parent Group #5 BEHAVIOR MANAGEMENT - DISCIPLINE

Objective I: To welcome parent to the group.

Objective II: To reinforce previously learned skills and monitor home programs

Activities:
1. Ask if there are questions or comments concerning the homework readings.
2. Check on each home program and look at graphs.
3. Provide support to the group.

Objective III: Basic concepts of behavior management discipline

Activities:
1. Briefly discuss concepts of behavior management - discipline.
   a) Extinction
   b) Time-out
   c) Response cost
   d) Punishment
2. Show the filmstrip, "The Art of Parenting: Behavior Management Techniques - Discipline".
3. Parents respond to simulations from the filmstrip.
4. Parents give their own examples.

Objective IV: To deal with separation process

Activities:
1. Ask parents how they feel about group ending.
2. Give them the option to vote for another one or two meetings.
3. If they vote for another meeting, give them homework assignments.

Parents are telephoned and notices sent home to inform them of the next meeting.

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Parent Group #6 .

Objective I:	To welcome parents to the group.
Objective II:	To give parents the opportunity to look at what they would like to have more clarity in parenting technique (If there are two leaders, the group may be divided in two small groups.)
Objective III:	Give parents evaluation form on parent group.
Objective IV:	Acknowledgement is made of parents' efforts and participation.
Activity:	TOPS Parent Group Certificates are presented.
Objective V:	Parents are encouraged to set up appointments with mental health therapists for either individual or family therapy. This is the next part of the program.

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TOPS COUNSELING/THERAPY TREATMENT PLAN

Child's Name _____ Date _____

Address _____ Phone _____

Parent's Name _____ Child's Date of Birth _____

School _____

Presenting Problems (Mark T - reported by teacher; P - reported by parent)

Counseling Services To Be Provided By Whom

SAMPLE

Counseling Goals

_____ _____

TOPS Project Manager Psychologist

_____ _____

Teacher Mental Health Therapist

TOPS INDIVIDUAL THERAPY PROGRESS NOTES

Child's Name _____

Date	Progress Notes	Therapist

SAMPLE

CHILDREN'S GROUP SESSION

Participants _____ Date _____

_____ Therapist _____

_____

I. OBJECTIVES

II. PROCESS

SAMPLE

III. MAJOR ISSUES

5. Peer Interaction

____ Cooperative most of the time
____ Cooperative sometimes
____ Inconsistently cooperative
____ Seldom cooperative
____ Disruptive
Comments:

6. Adult Intervention

____ Cooperative most of the time
____ Cooperative sometimes
____ Inconsistent
____ Seldom cooperative
____ Disruptive
Comments:

7. Major Issue

SAMPLE

8. Affect: Generally
Comments:

9. Shares with Others

____ Most of the Time
____ Sometimes
____ Seldom
Comments:

10. Evaluation of Group Therapy Experience

Recommendations:

APPENDIX C

TOPS Parent Training/Support Group Questionnaire

TOPS PARENT GROUP EVALUATION

Please comment on the following areas:

1. Ideas and techniques on communications skills were provided in an informative and helpful manner.

1	2	3	4	5
strongly disagree	disagree	undecided	agree	strongly agree

2. The meetings provided ideas and techniques on assertiveness training in an informative and helpful manner.

1	2	3	4	5
strongly disagree	disagree	undecided	agree	strongly agree

3. The meetings provided ideas and techniques in motivating children in an informative and helpful way.

1	2	3	4	5
strongly disagree	disagree	undecided	agree	strongly agree

4. The meetings provided techniques in behavior management methods in an informative and helpful way.

1	2	3	4	5
strongly disagree	disagree	undecided	agree	strongly agree

5. Techniques and methods of discipline presented were useful.

1	2	3	4	5
strongly disagree	disagree	undecided	agree	strongly agree

6. Group leaders provided a supportive atmosphere to teach parenting skills.

1	2	3	4	5
strongly disagree	disagree	undecided	agree	strongly agree

7. The filmstrips and discussions offered practical information.

1	2	3	4	5
strongly disagree	disagree	undecided	agree	strongly agree

8. The handouts were valuable aids for me.

1	2	3	4	5
strongly disagree	disagree	undecided	agree	strongly agree

SAMPLE

We welcome your additional comments (back of page).

The School Board of Dade County, Florida adheres to a policy of nondiscrimination in educational programs/activities and employment and strives affirmatively to provide equal opportunity for all as required by:

Title VI of the Civil Rights Act of 1964 - prohibits discrimination on the basis of race, color, religion, or national origin.

Title VII of the Civil Rights Act of 1964, as amended - prohibits discrimination in employment on the basis of race, color, religion, sex, or national origin.

Title IX of the Education Amendments of 1972 - prohibits discrimination on the basis of sex.

Age Discrimination Act of 1967, as amended - prohibits discrimination on the basis of age between 40 and 70.

Section 504 of the Rehabilitation Act of 1973 - prohibits discrimination against the handicapped.

Veterans are provided re-employment rights in accordance with P.L. 93-508 (Federal) and Florida State Law, Chapter 77-422, which also stipulates categorical preferences for employment.

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